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ABSTRACT

Career education activities for use in Grade 5 are presented in the document. Behavioral objectives for the following subject areas are provided: art, homemaking, language arts, math, music, physical education, resource people, science, social studies, and workshop abilities. The bulk of the document consists of six units of activities focusing on the following career concepts: (1) people need to work to preserve and advance society; (2) people work for rewards and satisfaction; (3) there are rules for all kinds of work; (4) all kinds of work are interdependent and should benefit society; (5) attitudes and personality factors have an effect on work, performance, and success; (6) all work has dignity and is worthwhile; (7) all work involves the production of goods or services; (8) most kinds of work need some skill or training; (9) all people can and should contribute their particular talents and capabilities to the world of work; (10) people should adapt to technological and sociological changes which create or eliminate work; (11) environmental and cultural factors determine the kinds of work available; and (12) man's work affects his way of life. Each unit contains several activities keyed to the subject areas. An index, correlation chart and resource list are included. (EC)

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ED120587

CAREER EDUCATION

in Appalachian Maryland

AWARENESS

ELEMENTARY
SUPPLEMENTAL ACTIVITIES
LEVEL 5

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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RATIONALE FOR ELEMENTARY CAREER EDUCATION

The following statements provide some of the justifications for inclusion of career education in elementary programs.

1. Every experience from early childhood to maturity contributes to career choice.
2. Children can see a positive relationship between school and the world of work through career awareness education.
3. Today, elementary children learn more and learn faster then any comparable group in history and are, therefore, ready for learning the foundations of career decision making.
4. Occupational choice results from acquired behaviors and experiences during the formative years of childhood and adolescence.
5. Children are capable of learning about what work is and how the world of work might shape their thoughts, abilities, attitudes, and interests through career education.

These supplemental Career Education activities were developed by a Task Force of thirteen creative and dedicated elementary teachers under the direction and leadership of Project Elementary Career Education Coordinators. The work was done within the guidelines established for the Model Career Education Project located in Washington County, Maryland.

The total project is a joint effort of the U.S. Office of Education, the Maryland State Department of Education Division of Vocational-Technical Education, and the Washington County Board of Education. Major funding sources include U.S. Office of Education, Part D Research and Development Funds and Part C Exemplary Funds.

During the 1972-73 school year these activities were piloted in four elementary schools in Washington County and feedback information was provided by numerous teachers in these schools for revision purposes. This final compilation of K-5 activities has been completed under the direction of Mrs. Margaret Callas and will now be available to all elementary schools in Washington County and to surrounding counties in Appalachian Maryland.

This work is just a part of our plan for Career Education K-adult, however, the elementary program plays a most important role in a systematic meaningful approach to the Career Education Concept.

James W. Wilson

James W. Wilson
Career Education Project Director

Career Curriculum

Grade 5

1972 - 1973

The purpose of this guide is to suggest career oriented activities for the teacher to use as an integrated part of the school curriculum. It is hoped that these activities will develop a better understanding of the "World of Work" for children in your classroom.

The activities contained in this book are not final. It is further hoped that you will view these activities as open ended ideas, to be altered or to initiate new activities to meet the needs of your individual students or classrooms.

Elementary Career Education Task Force

Dale Morrow
Wayne Shoemaker

ELEMENTARY CAREER EDUCATION TASK FORCE
WASHINGTON COUNTY

Career Education Concepts

1. People need to work to preserve and advance society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit society.
5. Attitudes and personality factors have an effect on work, performance and success.
6. All work has dignity and is worthwhile.
7. All work involves the production of either goods or services.
8. Most kinds of work need some skill or training.
9. All people can and should contribute their particular talents and capabilities to the world of work.
10. People should adapt to technological and sociological changes which create or eliminate work.
11. Environmental and cultural factors determine the kinds of work available.
12. Man's work affects his way of life.

BEHAVIORAL OBJECTIVES

The following behavioral objectives provide a means for evaluating this program. In addition they may be utilized by the classroom teacher for the purpose of individualizing the program, and improving instruction. They are meant to be flexible in that several activities may evolve from one objective. They have been listed according to subject areas but are interchangeable, and maybe utilized according to the teacher's needs.

Art

1. Given various art media and a stimulating environment, the student will create a visual art product.

2. Given basic materials, instruction and proper environment, the student will construct a project of his choice.

3. Given a project at the beginning of the school year, involving a high degree of muscle coordination together with related activities throughout the year, the student will show improvement on the same project at the end of the school year.

4. Given the instruction on prpper use of different materials and media, a student will demonstrate the skills involved, to the satisfaction of the evaluator.

5. Given a color wheel containing the primary and secondary colors, the student will discriminate between primary and secondary colors and their relationship to each other.

6. Given a project relating to size and shape, the student will analyze the situation and select the proper item for completion of the project.

Homemaking

1. Given specific directions for a self-directed project, the individual will be able to make the desired product.

2. Given a task, the student will be able to determine the need for the best routine, to accomplish the job in an efficient, organized and workable manner.

3. Given an assigned task, the student will complete the assignment, according to criteria that has been previously established.

4. After discussing the family, the student will form an opinion of the importance of each member's role to the welfare of the family.

5. Given the basic needs food, shelter and clothing the student will investigate their importance for his survival by using available resources.

6. Following an oral discussion and related activities, the student will cite examples from daily experiences of customs, attitudes, values and mores.

7. Given a list of safety and health habits, the student will determine those beneficial for his well being.

8. Given a background of material about a mechanical device, the student will employ this information for the use, care and maintenance of this equipment so it operates properly.

9. Given resource material, the student will identify and employ the vocabulary related to the task.

Language Arts

1. Given the instruction for the development of skills in listening, speaking, reading, thinking, writing, researching and interviewing, the student will fill out a job application, ask questions, participate in an interview or write a letter for the purpose of acquiring information or pursuing a job.

Math

1. Given various experiences regarding budgeting, the student will be able to make and manage a budget, according to his earnings. (real or hypothetical)

2. Given a background of knowledge of time and its value, the student will be able to apply this information to his daily experiences.

3. Given facts about the use and value of money, the student will be able to devise a system for money management, geared to his socio-economic background.

4. Given the fundamentals of weights and measures, the student will demonstrate his ability to use this knowledge accurately, according to the assigned task.

5. Given the skills necessary for consumer shopping, the student will be able to compare quality and quantity of items with price.

6. Given the general information of public expenses, the student will conceive the necessity for income tax, as it applies to his situation.

7. Given the opportunity to engage in a small business, the student will be able to employ techniques necessary to insure some measure of financial or personal success.

8. Given the general information regarding various types of insurance, the student will conceive the necessity for an insurance plan, as it applies to his situation.

9. Given a pay check to interpret, the student will be able to ascertain whether the amount received is in proportion to services rendered or goods produced, with 50 per cent accuracy.

Music

1. Following an independent study of the works of famous musicians and composers, the student will state in written or oral form, how it affects him as a child.

2. Given guidance and a chance to make a musical instrument and play it, the student will demonstrate it to an interested listener.

3. Given an opportunity to become familiar with numerous rhythms, games and work songs, the student will demonstrate an activity, to the best of his ability.

4. Given situations outside the classroom, the student will select and record everyday sounds that have some type of musical composition.

5. Given a selection of recordings from other countries, the student will list the similarities and differences, as compared to music of his interest.

6. Given an opportunity to choose a rhythmic activity either in a group or independently, the student will originate an interpretation.

7. After a series of classroom activities related to music appreciation, the student will choose the musical entertainment that fulfills his intrinsic needs.

Physical Education

1. Following numerous planned physical activities, the student will be given the opportunity to develop perceptual and kinesthetic skills in order to build a more secure body image according to individual ability.

2. Following investigation of professional athletes, the student will be able to list attributes of good sportsmanship and the necessity for rules and teamwork.

3. Given a list and description of various recreational activities, the student will select and evaluate those that best suit his interests, time and ability.

Resource People

1. Given an opportunity to interview, a resource person from each job cluster, the student will form an opinion and/or ascertain the advantages and disadvantages, amount of training, skills required, opportunities for advancement, work environment, and echelon of authority, pertaining to the job.

2. Given an opportunity to go on field trips, the student will determine by observation, the need for different workers, the demands for certain jobs, the interrelatedness of jobs, equal opportunity involved in the occupations.

3. Given a list of jobs, the student will be able to differentiate between those producting goods and those producing services.

Science

1. Given a demonstration of some aspect of space exploration, the student will ascertain the impact of recent discoveries upon everyday life.

2. Given the relationship of science to work, the student will account for new jobs and changes in existing jobs in the labor market.

3. Given the opportunity to observe or participate in a project related to ecology, the student will illustrate an aspect of conservation, as it applies to the environment.

4. Given a situation that includes materials and resources needed for an investigation, the student will formulate a process for achieving a previously established goal.

5. Given the opportunity to explore a variety of media for the purpose of creating some useful or meaningful result, the student will discover the fact that inventions are usually the result of experimentation.

Social Studies

1. Given a designated community environment, the student will determine the kinds of work available in each job cluster.

2. Given appropriate information, the student will compare his family life style with other culturally or ethnically different groups.

3. Given historical information from resource materials, the student will ascertain the effects of past culture upon the present and hypothesize about the future.

4. Given the fundamental skills of using maps and graphs, the student will identify the occupations that exist in certain geographical regions.

5. Given the opportunity to draw from background experiences, the student will state in written or verbal form ways of adjusting to a changing society.

6. Given the socio-economic status of various occupations and their salary ranges, the student will rank the work according to possible monetary gain, classify work according to its level of intrinsic gain and list the luxuries many families may be able to afford today.

7. Given the opportunity to work in a group and formulate procedures necessary for efficient organization and management, the student will compare the problems encountered with the need for standards in the home or community.

Workshop Activities

1. Given adequate work space, guidance, materials and organization skills, the student will employ his mechanical ability and interest for the completion of some desired product, according to established safety standards.

Art

Creative Ability
Imaginative Ability
Construction
Muscle Coordination
Using Art Materials
Color
Mechanical Ability (models, parts, etc.)
Discriminating - size, shap

Homemaking

Following Directions
Sequence
Organized Routine
Responsibility
Vocabulary
Consumership
   (unit price, comparison, shopping, ads, labels, exchanging)
Awareness of family needs
Basic Needs
   (food, clothing, shelter) (roles of family members)
Customs, Attitudes, Values, Mores
Safety and Health
Nutrition

Language Arts

Listening (Directions) - (trips) for information
Speaking - Oral Interview, Fluency
Reading - Job Applications
Writing - Job Applications
Thinking - Asking questions
Research skills for finding about different jobs
Poems, puzzles, riddles
Letter writing
Interviewing
Communication
Audio and Visual Equipment

Math

Interpretating the paycheck
Budgeting
Income Tax
Comparative prices
Punching time clocks
Organization/value of time
Banking, Checking, value of money, interest, savings, loans, stocks
Weights and measurements (Clothing sizes)
Developing a business
Insurance
Allowances

Music

Work Songs and Games
Famous Musicians
Instruments (Playing and Making)
Rhythm and Coordination
Listening for Sounds
Entertainment and Leisure Time
Universal Language
Creative Expression (Singing and Dancing)
Songs about Working and/or Workers

Physical Education

Large Muscle Coordination
Body Image
Special Relations
Tactile
Eye, Hand, Foot Coordination
Famous Athletes
Recreation and Leisure Time
Sportsmanship

Resource People

Skills Required
Amount of Training
Salary
Demands for certain jobs
Awareness of types of jobs
Work Environment
Equal Opportunity
Advancement
Advantages or Disadvantages
Need for different workers
Interrelatedness
Levels of jobs
Differentiate between jobs that produce Goods and Services

Science

Space exploration
Relationship of science to work
   (Technology and concepts)
Availability of new jobs
Investigation process
Ecology
Experimentation

Social Studies

Environmental effects on type or work
Culture (Past, Present, and Future)
Family and Community Life Styles
Map Skills
Graphs
Minority Groups
Work interdependence
Leadership
Government (rules)
Economics
Sociological effect

Workshop Activities

Mechanical Ability
Organization Skills
Resource materials
Work Space
Knowledge of and use of tools and machinery
Instruction
Safety

CAREER EDUCATION ACTIVITY SHEETS

Level 5-1

Unit 1
2
2

Lesson # 1 p.3
1 p.83
3 p.100

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART	

ART

1. Draw a picture or make a diorama of a family member helping a child to learn a new work skill.
2. Have a child make an article that another family member has taught him to make or have a parent teach a child to make an article.
3. Have the children draw a cartoon or editorial cartoon depicting family members helping children to learn a work skill.
4. Children might like to create puppets and do a play about family members helping them to learn a particular work skill.
5. Children may want to keep a scrapbook of work skills family members have taught them.
6. Make a bulletin board showing different family members teaching a child work skills.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-1 Unit 1 / 2 / 2 Lesson # 1 p.3 / 1 p.83 / 3 p.100

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Have children interview some person from another country or a person who has visited another country where job skills are primarily taught in the home by family members.
2. Have children make a survey to determine the kinds of work skills they might learn from another family member.
3. Have children keep a diary of all the work skills they learn from another family member.
4. The children could role play the teaching of one of the following work skills by another family member:
   a. housekeeping
   b. care of the yard
   c. do-it-yourself activities
   d. sewing and knitting
   e. working on the car
5. Have children write about how family members of the future might teach each other work skills for jobs not existing today. (i.e. charging batteries on an orbiting space cabin, cleaning moon dust from windows, or shopping for space food.
6. Each child could make a time line showing the ages he learned particular skills from another family member.
7. Children may wish to write a thank-you letter to a family member for helping them to learn a certain work skill.
8. Select groups of children to act out different skills taught to them by their parents.

RESOURCE PEOPLE

1. Have a child teach a skill to another child that has been taught to them by a family member, (i.e. cooking, sewing, building, crafts, etc.)

CAREER EDUCATION ACTIVITY SHEETS

Level 5-1	Unit 1 2 2	Lesson # 1 p.3 1 p.83 3 p.100

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. Create a center or have a child create a center for his classmates. List of skills: Cooking, sawing, sewing, hammering, child care, building, cleaning up after a job, washing clothes, ironing. *You may want to add to this list. Match with: Mom, Dad, Brother, Sister, etc. *The answers may vary with individual children. After completing this center some children or group of children may wish to make their own slide and tape presentation or picture chart about "Learning From Different Family Members". A good starting point would be the list used in the center.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-2 Unit 1 Lesson #1 p.5

Career Education Concepts: Man's work affects his way of life.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS	
	1. Write letters to different companies to find out what benefits are offered to workers.	
	2. Interview father or mother to find out the benefits that work provides the family.	
	3. Children can play out a situation in which the father loses his job. What benefits would the family lose as a result.	
	SOCIAL STUDIES	
	1. Two or three children might get together and make lists of benefits provided by the work done in each family. After completing the lists they might make a comparison chart of similarities and differences.	
	2. After explaining the process of brainstorming to children, allow them to use this method to list all the benefits the family receives from work.	
	3. Have children make a picture chart of all the benefits work provides for their family (i.e. food, clothing).	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-3 Unit 1 Lesson # 2 p.11
1 3 p.16&20
1 5 p.51

Career Education Concepts: People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Interview an archeologist, antropologist, social scientist, etc. to find out how these people study man; and, to find out what skills are used in this kind of work.

RESOURCE PEOPLE

1. Invite members of the local historical society to inform children how objects, implements, and historical sites are restored and the kinds of research involved in these projects.

SOCIAL STUDIES

1. Take a trip to Williamsburg, VA or similar place of historical value in your area. (Ft. Frederick, Hager House, special museums, etc.)

2. The teacher could bury certain artifacts from which a student could investigate to determine the work habits of certain person or group of persons. Example:

   Objects could be those tools used by a carpenter. (Part of a blueprint for a cabinet, various size nails, a broken hammer handle, a rusty saw blade, old varnish brush, candle etc. Note: Items should be broken and scattered through the site.)

   The children could, after digging up the articles, map the location in the digging site, label and catalogue (drawing a picture and numbering) each item. They should decide what each tool looked like, as a whole, from the individual pieces found. Then determine in what occupation the user of the artifacts was employed. If possible have the children try to establish a date. Once the date and occupation has been determined, make a comparison of that occupation, post and present.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-3

Unit 1
1
1

Lesson # 2 p.11
3 p.16&20
5 p.51

Career Education Concepts: People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	This procedure could be extended to many different kinds of occupations to meet the needs of your individual classroom group.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-4 Unit 1 Lesson # 2 p.12

Career Education Concepts: All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. Make a picture chart showing that people of different races perform the same kinds of work. 2. Investigate to find out if physical traits of certain groups of people enable them to do their jobs more efficiently. Example: a. Why do Mohawk Indians of New York work on high steel structures? b. Why can certain South Sea Islanders dive for long periods of time. c. Why are Eskimo's exceptionally good mechanics. *Teachers may add or delete from this list. For additional help refer to Book 5 (HBU) p.116.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-5
Unit 1 1 2 2
Lesson # 3 p.19 5 p.39 2 p.81 3 p.92

Career Education Concepts:

People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Have children collect pictures of tools used by an occupation of their choice (or cluster of occupations). They may want to make a chart depicting these tools or create a center for their classnotes.
2. Have the children re-create certain tools used in the past that are non-existent or different today. A display or exhit of these tools could be presented.

LANGUAGE ARTS

1. Conduct an interview or survey to make a comparison of types of tools used by different occupations in the community. Compare to see if the same tools are used by one or more occupations.

SOCIAL STUDIES

1. A listening station could be made on the development of a particular category of tools. (Ex. hunting tools). The teacher would provide the resource material on the subject and the student could record and play-back the information. This activity could be adapted in anyway to meet the needs of the child, or to best use the supply of resource material available. For example, the teacher could do the recording and/or provide a follow-up activity. Also, a SVE filmstrip and record or pre-recorded tape could be available on the topic.
2. Make a center matching tools with occupations. For more difficulty, have the children identify and describe the tools.
   Example:
   Butcher - knife
   Carpenter - hammer
   Mechanic - wrench
   Barber - hair clippers
   Policeman - pistol
   Doctor- stethoscope
   Mason - trowel
   Nurse - syringe
   Lumberjack - axe
   Farmer - pitchfork

CAREER EDUCATION ACTIVITY SHEETS

Level	Unit	Lesson #
5-5	1	3 p.19
	1	5 p.39
	2	2 p.81
	2	3 p.92

Career Education Concepts:

People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	3. The game of concentration could be adapted to provide a learning activity. Either a child or the teacher could make this game. First, cut heavy durable paper into approximately 2"x3" plain cards. Next, find pictures or draw illustrations of different tools the way that they looked in the past and the way that they look today. (i.e. chisel and air-hammer, etc.) To play the game the child would arrange all of the cards face down. Then by taking turns and turning over cards two at a time to make a match (a match entitles the player to keep both cards) the winner is determined by the child with the most amount of cards.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-6 Unit 1 Lesson # 4 p.26

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS	
	1. Assign varied independent study topics to different students. The topics should center on the theme of work of cultures long ago. Examples: a. What kinds of work did Cro-Magnon man do in order to survive and provide for family needs? b. Pioneers traveling west c. Families of early railroad builders d. Hopi Indians e. Kpelle tribe of Africa f. Early Eskimos g. Greeks h. Romans i. Sea voyagers and explorers	
	2. Have a group of 3 or 4 students view a filmstrip of a folk or ancient culture and list all of the different work activities needed in order to preserve that culture. After this list has been made have them make a list of those work activities that could be found in any culture and those found only in culture studied. Next, list the reasons why some work activities could only be found in a certain culture.	
	3. Children could write a play on the average working day of a Roman soldier. (i.e. shoemaker, Hopi Indian, Renaissance painter, etc.) The theme could focus on the individual worker or his family. After the script has been written the children would make costumes and props, then present the play to the rest of the class.	
	4. Research a particular occupation that still survives today and construct a time line showing the progression of the occupation from earliest times to the present.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-6 Unit 1 Lesson # 4 p.26

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. Select a group of children to develop a game on work of cultures long ago similar to a popular game that they know well. For example, using the rules and procedures of monoply the children could devise a game about work and business of 19th century America; (i.e. shoemaker, candle maker, apprenticeships, blacksmith, buggy maker, etc.)	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-7 Unit 1 Lesson # 5 p.43

Career Education Concepts: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. After some research from farm children or those who live near a farm could take pictures of crops or animals that were the first to be domesticated by man. Then, through research the child could write a short history or story under each picture on how that animal or crop has changed the work habits for man. For example, early man used the cow for plowing, milk, and meat. But breeding has grouped the cow for special purposes; like, milk-dairy farming, meat-ranching, etc. 2. Children could collect pictures depicting the domestication of animals for work purposes and construct a bulletin board using the theme "How Animals Help Man at His Work". **RESOURCE PEOPLE** 1. Perhaps some of the children could ask of their grandparents or an older friend to describe the most amazing change he has seen in his lifetime concerning farming methods or the use of animals for work. This person could be invited to the school by the child to describe his experiences to the rest of the class.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-8 Unit 1 Lesson # 5 p.49

Career Education Concepts: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART	
	1. Draw pictures of future occupations. a. underwater farmer b. space shuttle driver c. fish rancher d. custodian in a skylab. Encourage children to use their imagination.	
	LANGUAGE ARTS	
	1. Question a guidance counselor or planner to find out how they make important decisions on predicting the future.	
	2. Survey fellow pupils to determine the types of occupation they might have in the future.	
	3. Have children research the work predictions for a certain area of study. (i.e. oceans, space, under-populated countries, uncharted islands, etc). After the children have done this have them make some predictions of their own about the area just studied or about an area of their selection.	
	4. Children might be encouraged to think about the colonization of other planets in the future. Through research and investigation of known facts about space and planets, they may write a creative story about what occupation they might have if they were planet immigrants. Example: Pluto and Uranus make good examples because children are unfamilar with these planets.	
	5. Write a letter to new industry, those involved in aerospace or oceanography, to let children discover future occupations in those fields.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-9 Unit 2 / 2 Lesson # 1 p.57 / 2 p.79

Career Education Concepts: All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. Children may interview a worker or neighbor to find out how their job may have been 100, 200, 300 or more years old. 2. A center or problem box can be created by the teacher involving problem solving situation in the world of work.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-10 Unit 2 Lesson # 1 p.61

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART	
	1. Children could make a bulletin board about extra jobs created by holidays in different seasons. (i.e. Christmas, Easter, July 4th, etc.)	
	LANGUAGE ARTS	
	1. Interview an employer who has to make special preparation for holidays. (i.e. department store, etc.)	
	2. Do a survey on the categories of people who seek part-time employment during holidays. (i.e. housewives, students, etc.)	
	3. Photography: Children can keep a diary or photographic record of the extra work involved in the home during a holiday season. The activity could be extended to role playing.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-11 Unit 2 Lesson # 2 p.63

Career Education Concepts: People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. Children could research and debate the importance of fine arts occupations to the community. **MUSIC** 1. Select any musical selection for children to listen to and list the occupations involved in producing the record. A radio disc jockey from a local station would be an excellent resource person for their investigation. This activity could be extended to any of the fine arts. **RESOURCE PEOPLE** 1. Resource People: Invite people involved in the fine arts of the community for the purpose of interviewing. Have children formulate questions prior to the interview and have a panel of children conduct the questioning. These resource people could include: librarians, music directors, museum directors, artist, etc. The children should see the importance of these occupations to the community. **SOCIAL STUDIES** 1. Make a list of occupations in the fine arts. Survey other students to determine the interest in these occupations.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-12 Unit 2 / 2 Lesson # 1 p.65 / 3 p.95

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Interview farmers, orchard owners, etc. to find out why they are growing certain types of crops. Or, interview plant managers to determine why their industry is located where it is.

2. Survey local industry to determine:
   a. where the workers live
   b. types of housing
   c. where workers buy their groceries
   d. where workers shop.

3. Write a letter to children in different parts of the country to survey the types of occupations of parents in the area. The letter could be addressed to any school in the geographic regions selected by the teacher also see Unit 6 Lesson 2 p.301.

4. The children should make up a survey letter to include the following suggested items:

   1. Types of occupations of parents of the children in the class.
   2. Number of mothers that work and their occupations.
   3. Number of fathers that work and their occupations.
   4. Number of parents holding two jobs.
   5. Estimated income of families.
   6. Do parents work at same job year round?
   7. Do families move to follow the job?
   8. Do parents work during day light hours or night?
   9. Does the work involve unions?
   10. What type of transportation does your parent take to work?
   11. How much time is spent traveling to and from work.
   12. How long has your parent worked at this job?

CAREER EDUCATION ACTIVITY SHEETS

Level 5-12 Unit 2 Lesson # 1 p.65

2 3 p.95

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

5. Once the information has been collected, there are numerous activities that can be completed by the children.

Graphs: The information can be shown on graphs (circle, bar or broken line graphs). Children can show the percentage of different occupations in a given area.

Notebooks: Individual or group notebooks can be kept containing the information from different areas or states or by occupations.

Map - Study: A large blank map can be put on a bulletin board. The children can locate the school area and place symbols for the dominate occupations of the area.

Letter - Writing: Children can write to the local Chamber of Commerce to find out more general information about specific areas.

Cartooning: Children can draw cartoon stories about the area.

Reading: Suggest that the children do out side reading about their area of concentration (i.e., it's historical and cultural contributions).

Discussion Panel: Have a group of children answer questions about their area of concentration before a group of interested classmates.

Listening-Station or Center: Let children tape the information they have collected. They can then set up a listening station or center.

Game: Play the game "What's My Line", regarding the occupations researched by the children.

Play: Write and present a play on the theme, "Every State Offers Special Jobs and Products".

CAREER EDUCATION ACTIVITY SHEETS

Level 5-12 Unit 2/2 Lesson # 1 p.65/3 p.95

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. Arrange with another school in your district to exchange two or three students for the purpose of examining the different types of employment as compared to the child's school area. To make this a successful project, the two exchange schools should be in a different cultural, geographical or socio-economic area. Also, the children should prepare some type of questionaire for the purpose of interviewing or surveying before visiting the other school. If possible, have the exchange students from both schools develop the same questionaire so that after the data is collected they can joint summarize the results. 2. Children could make a pictorial farming map of the United States. Using pictures of steers, milking cows, sheep, pigs, potatoes, wheat, barley, oranges, etc. the child would select the geographical region of the United States that specialize in the production of a particular product. As part of the key the child could write the type of occupation and equipment related to each product.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-13 Unit 2 Lesson # 3 p.95

Career Education Concepts: All kinds of work are irterdependent and should benefit society.
All people can and should contribute their particular talents and capabilities to the world or work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Make an occupational mural depicting various working persons. The central theme could be that of job interdependence. Some possible occupations could be that of a farmer, steel worker, shipper, construction worker, policeman, etc. 2. Children might enjoy constructing life size stereotypes of various workers. For example, workers such as policeman, baseball player, carpenter, cook, beautician, etc. These figures could be used for a variety of learning experiences such as: experience stories, focal points for learning centers, discussion topics, etc.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-13 Unit 2 Lesson # 2 p.80&84

Career Education Concepts: There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Interview government and union officals to determine how laws affect workers. (i.e. job, hours, minimum wage, unemployment benefits, etc.)

2. Survey different government agencies to find out what jobs they offer.
   a. Armed Services Recruiters
   b. Maryland State Employment
   c. Postal Employment
   d. City Government
   e. County Government
   f. Public Health Service
   g. State and City Roads
   h. Customs - Immigrations
   i. Park Service
   j. Law Enforcement

   Invite people from these agencies to talk or have discussions with the class.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-13 Unit 2 Lesson # 3 p.95

Career Education Concepts: The mini-career day activity supports all 12 of the career education concepts.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	RESOURCE PEOPLE 1. Hold a mini-career day for your school by inviting as many resource persons as possible to work with groups of children on a variety of different careers. For example: persons representing the occupations of minister, athlete, T.V. repairman, architect, librarian, hostess, waitress, nurse, etc., would be invited to talk with small groups of interested children about the different facets of their work. Encourage these people to plan as many participative activities as possible for the children.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-13 Unit 2 Lesson # 2 p.80&84

Career Education Concepts: There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. A filmstrip or movie that presents the topic "Government and Laws Affect the Worker", might be used. Teacher should refer to media list in appendix of this manual.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-14
Unit 2 / 2
Lesson # 1 p.69 / 3 p.97

Career Education Concepts: People work for rewards and satisfaction.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. Interview someone you know who holds two jobs to determine the reasons for such action. 2. Survey parents of the school to see how many hold two or more jobs. Find out why do people have to work at more than one job and why would they want more than one job. 3. Present a situation to children involving for instance a three-day work week. What would they do with the extra time? Would they get another job or use the leisure time for recreation? This might naturally lead into an individual project on the extra time possibilities selected by the children.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-15 Unit 2 Lesson # 2 p.76
2 3 p.98, 105, & 116

Career Education Concepts: All kinds of work are interdependent and benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Work has been imposed on some cultures by other cultures by different methods; such as slavery, immigration, indentured servitude, apprenticeship, serfdom, tenant farming, imperialism etc. Children can research or do independent study about the above methods of cross-culturalization. For instance, Irish immigrants became railroad workers, and later law enforcement officers; East Europeans worked in coal field; Chinese in resturant and laundry business; Jews in finance, shopkeeping, and business; Blacks became laborers, etc. Children should research to discover if these stereotypes exist today.

SOCIAL STUDIES

1. A selected movie might be helpful to present the concept that "Jobs are imposed by one culture on another". See media list in appendix of this manual.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-16 Unit 2 Lesson # 3 p.92

Career Education Concepts: All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Have children construct a bulletin board of family responsibilities. 2. Children can keep a chart for a certain period of time to show the work responsibilities they have at home.	
	LANGUAGE ARTS 1. Children could pantomime certain family activities for the rest of the class to guess whose responsibility this would be. 2. Make a similar list as described in Activity #2. Two children can compare their list to note similarities and differences in each family's responsibilities. Children might also discuss whether or not they are sharing enough of the work responsibilities of the family.	
	SOCIAL STUDIES 1. Refer to page 128 of Harcourt Brace, The Social Sciences, "cultural musical chairs". 2. The family shares many work responsibilities. Children can make a chart showing the different responsibilities of each family member. From this list, they might discuss the effect on the family should a person not fulfill their obligation. For example, Parent didn't go to work, Parent didn't fix supper, Brother didn't carry out the trash, etc.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-17 Unit 2 Lesson # 3 p.99

Career Education Concepts: All work has dignity and is worthwhile.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS	
	1. Interview parents or neighbors to determine why they think their job is important. Next, it might be asked if the person feels success in his work and why.	
	2. Children might write about success in school work.	
	3. Children could hold a question and answer session or discussion among themselves as to what constitutes successful work.	
	4. Compare two persons of the same occupations to determine why one has been a success and the other has failed.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-18 Unit 2 Lesson # 3 p.103

Career Education Concepts: There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS 1. Interview a labor leader or member of a professional organization to determine how professions relate their member. 2. Interview a teacher of your school to see how many belong to organizations, unions, etc. and find out what they think the best benefits are of beinging a member. **SOCIAL STUDIES** 1. Present a list of benefits that a company might offer its workers. The children are to form a union and choose those benefits that could be afforded under a restricted company budget. The following example might prove helpful: There are 100 workers in a small textile factory. They are negotiating for a new contract and considering several benefits. However, they are allowed to select only a few out of the many suggested because the company budget provides only $40,000 for new benefits. You are a union representative. Which of the following benefits would you choose: 1. Money for additional wages - 3¢/hr./worker for the 1st. year; 8¢/hr./worker for the 2nd year; and, 9¢/hr./worker for the 3rd year. A total cost to the company of $56,000 over a three year span. 2. Additional health insurance - $20/yr./worker would cost the company $2,000 a year. 3. An extra paid 15 minutes for lunch - would cost the company $18,750 a year.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-18 Unit 2 Lesson # 3 p.103

Career Education Concepts: There are rules for all kinds of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	4. A company picnic - would cost the company $1,000.	
	5. A Day Care Center for workers with children - would include $8,000 for a teacher, $4,000 each for 2 aides or $2,000 each for 4 college students, $4,000 for equipment, and $2,000 for operating costs. This totals to $22,000 and the company would be willing to pay half or $11,000.	
	6. Special Training for New Employees - $5,000 a year.	
	7. One day / year release time for personal business leave - $5,000 a year.	
	8. Five days of sick leave/year/employee $12,000 a year.	
	9. Company sponsored educational courses - $30/year/worker would cost the company $3,000 a year.	
	10. Laundry services for company uniforms - $2/week/worker would cost $10,000 a year.	
	11. Bus fares to work - it cost 70¢ for a round trip ticket to work. The company agrees to pay 1/2 of the bus fare for those workers who use the bus. It would cost the company approximately $8,550/year. The company prefers this plan because it is tax deductable, cuts down on pollution, and prevents the building of a new parking lot.	
	12. Company Recreational Park - includes ball diamond, swimming pool, picnic area, tennis court, playground equipment, and maintenance. Total cost would be $80,000 for a 4 year plan or $20,000 a year.	
	13. Christmas Bonus - $200/year/worker for a total cost of $20,000/year.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-19 Unit 3 Lesson # 1 p.121

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Discuss occupations that might evolve because of increased population in America. (i.e. helath services, construction, etc.; practically and service occupation.)
2. Select reading material on a particular job and prepare an activity sheet for the students. Suggestion: "What Job For Me" series, Webster Division, McGraw-Hill Book Company, St. Louis and New York.
3. Keep a survey on job listings in your local paper for 2 weeks and have the children categorize the jobs into cluster, special training, male and female, or skilled or non skilled. A discussion could follow by bringing out points such as: why aren't certain job clusters listed, why aren't most professionals listed, are there more skilled or unskilled jobs and why, etc.

SOCIAL STUDIES

1. Increased population has caused reorganization and modernization of many public services because of heavy usage. Such as, the development of postal zip code and the telephone area code. A center could be made on the use and purpose of zip and area codes. After completing the center the children could sign-up for discussion groups directed by the teacher on the new occupations created by modernized service systems.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-20 Unit 3 / 3 Lesson # 1 p.121 / 4 p.150&155

Career Education Concepts: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Select resources on space exploration. Create a center encouraging children to explore new occupations evolving from space research.

   A. Have children do an independent study about well known inventions to determine what new occupations were created by that invention:

   1. cotton gin
   2. electric light bulb
   3. telephone
   4. automobile
   5. steel or iron
   6. television
   7. radio
   8. radar
   9. atomic reactor
   10. airplane
   11. wheel
   12. saw

   B. Have children do an independent study about well known inventors that have contributed to developing new occupations. Let children formulate questions that will guide them in their research. (i.e What qualities do you find in a successful inventor? Do inventors need special training? Why do inventors create new products? How do inventors decide what they will invent and how do they keep others from stealing their ideas?) Some suggested inventors:

   1. Alexander Graham Bell
   2. Henry Ford
   3. Thomas Edison
   4. Eli Whitney
   5. Benjamin Franklin
   6. George Washington Carver
   7. Garrett A. Moran
   8. Leonardo DeVinci

   *See Appendix for Independent Study Format to be used with children. Also, included are directions for using Independent Study Contract.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-20 Unit 3 Lesson # 1 p.121

3 4 p.150&151

Career Education Concepts: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	LANGUAGE ARTS	
	1. Have children write about objects that might need to be invented in the future to benefit man. They might even list what future occupations their invention would create.	
	2. Children can do a time line on various inventions as they appear in American history. This could be correlated with a time line on the development of new occupations in American history.	
	3. View and discuss films or filmstrips on famous inventors.	
	SCIENCE	
	1. Children might be encouraged to invent simple objects that could do a better job. This could take place within the classroom or home.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-21 Unit 3 Lesson # 3 p. 131&140

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Have children create their own slide and tape presentation of local industry and its use of natural resources. Children should keep in mind that the objective is to see if industry is making the best use of its resources.

SOCIAL STUDIES

1. A) Situation for children to solve:
   You have inherited 1000 acres of land. This land contains:
   a. a 200 acre lake in the northwest corner of the property.
   b. 50 acres of forested land in the southwest corner.
   c. The remaining acreage is grassland.
   d. The mineral report shows a deposit of copper located under the forested area.

   On a large sheet of paper, make a map showing how you would develop the land to best use the natural resources and create new jobs.

   B) Variation: This project could be presented to groups of children or committees, either to be done on paper or in three dimensional form using clay or papier mache.

2. The class could set up a recycling station at the school. Through this they could see what jobs are involved in the collecting, preparation, and reselling of glass and paper products. A profit could be made by selling collected papers to interested paper mills.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-22 Unit 3 Lesson # 3 p.143

Career Education Concepts: All work involves the production of either goods or services.

Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. A speaker might come into the class to discuss what might happen to certain occupations if the product was no longer used. For example, certain environmental laws might:
   a. limit the use of the automobile
   b. restrict the use of DDT
   c. place restrictions on industrial pollution.
   d. If Venezuela stopped shipping oil to the United States.

   *See Appendix for Independent Study Contract to be used with children. Also, included are directions for using independent study contract.

2. Many occupations depend on trade with other nations. Children can research to find what products and occupations depend on this international trade. If children have difficulty in this study, the teacher may make suggestions such as:
   a. What would happen if the U.S. refused to import foreign cars.
   b. What would happen if there was a ban on Japanese cameras, binoculars, etc.
   c. If Venezuela stopped shipping oil to the U.S.
   d. How would a devaluation of the American dollar effect the income of American workers overseas.
   e. What effects would a consumer boycott have on employment in this country.
   f. If the President would declare a wage and price freeze what impact would this have on the workers in this country?

CAREER EDUCATION ACTIVITY SHEETS

Level 5-23 Unit 4 Lesson # 2 p.178

Career Education Concepts: All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	3. Many occupations have been created in the field of advertising, and many times the demand for a product has been created through this medium. There may be a need for the teacher to have prior discussion with students before doing the following activities.	
	ART	
	1. Children could create advertisement posters designed to sell a certain product.	
	2. You may have children who would like to keep a scrapbook on the different types of advertisement: a. endorsement by an athlete b. identification with the user of the product c. humorous ads d. use of statistics and facts.	
	LANGUAGE ARTS	
	1. A group of children may want to design a T.V type commercial for a product.	
	2. Have a representative from a radio or T.V. station discuss with the children the importance of advertisement to occupations and the occupations dependence upon advertising.	
	3. Children may want to write to an advertising firm to receive information about job opportunities in this industry. They might create a bulletin board using the information they have received.	
	4. A child or group of children can set up a simulated business (i.e. clothing store, grocery, or bicycle shop) and investigate the following questions: a. Who would buy the products? b. What brands would be sold? c. How many people would be employed? d. What occupations or industry would	

Level 5-23 Unit 4 Lesson # 2 p.178

Career Education Concepts: All work involves the production of either goods or services.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	supply your business? e. What type of advertising would be used? f. Where would you locate the business? 5. Use pictures of different products (cars, soap, toothpaste, etc.) to give children ideas for creative writing in advertising. MATH 1. Establish a store within the school for learning, fun, and profit. Local school suppliers (Hays) will give the necessary aide in that the suppliers can be put into the school on consignment. The school receives a 20% profit on everything sold. Advertise - for the jobs in the school store. Children fill out a job application to work in the school store for one week.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-24 Unit 4 Lesson # 1 p.169

Career Education Concepts: All work involves the production of either goods or services.

Check Activities used	Suggested Activities	Teacher Comments And Suggested Changes
	HOMEMAKING 1. Have children make cookies or candy. They can keep a record of the amount of ingredients used, the time spent in making the product, the price of utensils and materials, and the number of people involved to determine the selling price of their product. This idea can be extended to sewing, carpentry, painting, photography, decorations, art objects, services (i.e. mowing yards, washing dishes, odd jobs, etc.) **MATH** 1. Visit a local industry to trace the making of two similar products of different price value. Children should be able to compare price values by listing the materials, the time, and labor needed to produce each item. *Through the use of volunteer parents it might be arranged for individual children or small groups to visit various industries throughout the community. 2. Each child could take a field trip down the aisle of a grocery store for the purpose of comparing prices of the same type of product. He should be encouraged to determine or hypothesize why some products are priced higher than others. Examples: frozen, fresh, and canned corn; liquid and powdered detergent; etc.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-25 Unit 4 Lesson # 2 p.183

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Write to Consumer Research Division of the Federal Government for information about careers with various regulatory agencies. (i.e. Food and Drug Administration, Federal Trade Commission, or Better Business Bureau) Have the children investigate the job opportunities in each of these agencies.

2. Let the children engage in an open-ended discussion about the need for government regulations and protection services regarding consumer products. Refer to page 227, teacher edition of Harcourt, Brace, and Jovanovish.

3. Allow a group of children to assume the responsibilities of a FDA inspector and collect certain controversial ads from magazines to determine:
   a. Does the product do what the advertiser claims?
   b. Does there need to be a regulation on the advertisement?
   c. What action could be taken against the advertisement if it is false?

   *Children's toys should provide excellent examples.

4. A group of children might role play a situation involving a producer of goods complaining about a regulation hurting his business.

5. Make a mobile showing different jobs within the government regulatory agencies.

RESOURCE PERSON

1. Invite an employee of a government regulatory agency to speak to the class on the aspects of a career in this field.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-25 Unit 4 Lesson # 2 p.183

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	SOCIAL STUDIES 1. Let the children play "Who Am I" or "What's My Line" concerning government careers in regulatory agencies.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-26 Unit 4 Lesson # 3 p.188

Career Education Concepts: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

MATH

1. The teacher could organize through cooperative planning with the students a minature economic system in the classroom. The possible activities for this project are limited only by the imagination and productivity of the classroom teacher. It should be emphasized that this activity is to be participatory primarily on the part of the student with only a limited amount of teacher guidance. Here are only a few ideas that could be used to make your miniature economic system a success.

   a. Give each student a basic pay of $5.00 to invest, spend, etc.
   b. Set up situations where students can earn extra money by performing school duties. (Could be used as a behavior modification project).
   c. Have the children set-up 2 or 3 banks within the classroom offering different services to attract customers.
   d. Have children make products to sell.
   e. Have children offer services to sell.
   f. Create centers to teach the concepts of banking, profit, lending, investing, and budgeting.
   g. Develop a school credit service.
   h. Develop a school checking account.
   i. Have the children do an independent study on occupations of people who work with money or famous men in the banking business.
   j. Develop games on the concepts of handling money.
   k. Take a field trip to a local bank.
   l. Have guest speakers or resource persons report to the class information on the concepts of money management.

   To help the teacher develop the activities for this project as it best relates to the children, the following materials and references are recommended:

   Grove-Tex Money Kit
   4 filmstrips on "Profit, Money, and Banking" by Schloat Products.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-27 Unit 5 Lesson # 1 p.209

Career Education Concepts: All kinds of work are interdependent and should benefit society.

Check Activities used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Children can keep a scrapbook of workers in the community that help them.
2. Make a bulletin board showing how government workers serve the needs of the community.

LANGUAGE ARTS

1. A) Through brainstorming have children list all the local government jobs they can think of in the community. They might then group these jobs into part-time or full-time. Next, they could list the services performed by the various occupations that were listed.

   B) This activity could be extended to state or federal employees.
2. Let children pantomime jobs of government workers in the community.
3. Select books for a reading corner that shows how government workers help people.
4. Write and present a play entitled "A Day in the Life of a ________." (policeman, judge, ambulance driver, social worker, fireman, etc.)

RESOURCE PEOPLE

1. Invite a speaker to the classroom who is involved in the local government. Encourage the children to ask questions concerning the work, why this person is engaged in this type of job, etc.
2. Take a walk through the community observing the jobs of various government employees.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-27 Unit 5 Lesson # 1 p.209

Career Education Concepts: All kinds of work are interdependent and should benefit society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	If possible, stop and interview these workers. Further discussion about the helpfulness of these workers can be held in the classroom upon your return.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-28 Unit 5 Lesson # 2 p.225

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Have a group of children make a mural depicting the life of an indentured servant or slave in Colonial America. **LANGUAGE ARTS** 1. Children can play out how it would have been to work as an indentured servant or slave. A disscussion period should evolve concerning the reasons people work, the conditions under which they worked, and if the worker benefits from this form of labor. 2. Children can write and act out a news broadcast based on the premise "You Are There", fashioned after the Walter Cronkite T.V. series. 3. Have children conduct a "Man-On-The-Street" interview, interviewing an indentured servant getting off the boat in Boston, or a slave on a cotton farm in the South. **SOCIAL STUDIES** 1. The chart on the following page can be reproduced and used as a center. The teacher may think of more ideas to extend this same concept.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-29 Unit 5 Lesson # 3 p.235

Career Education Concepts: Attitudes and personality factors have affects on work, performance, and success.

Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes

SOCIAL STUDIES

1. Have two panels (one to represent the defense and the other the plantiff) of children to discuss solutions to the following problems:

   A. You work a tannery which is contributing considerable pollution to the river, causing a large amount of fish to be killed and a decline in recreation

   B. You represent a group of concerned citizens who oppose the opening of a new multi-million dollar race track.

   C. You are part of a large group of lumbermen who are cutting a large track of timber. As a result of the cutting, major floods are occuring and wild life is being destroyed.

   D. You are applying for a job in which the employer is of a different political party. He encourages you to vote for his party candidate because it would increase work at the factory.

   E. You are working for a construction copany which will not hire persons from minority groups.

2. Read pages 238-241.
   The students can read the above pages and questions could be written on the board or dittoed.

   A. Why were Southerners upset over the decisions congress made?

   B. What did the North dislike most about the South?

   C. If you were a southern plantation owner, would you buy goods from England or the North? Why?

CAREER EDUCATION ACTIVITY SHEETS

Level 5-29 Unit 5 Lesson # 3 p.235

Career Education Concepts: Attitudes and personality factors have an affect on work, performance, and success.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	D. What could Congress have done in order to please both the North and South?	
	E. Look up the word "Tariff" in the dictionary and explain in your own words what the word meant to southern plantation owners.	
	F. Draw a cartoon showing how a Southerner might feel about having to pay higher prices for English goods because of the tariff.	
	G. Pretend you are writing a letter to your congressman in 1830 complaining and demanding action about Southerners selling cotton to English textile mills.	

Name ______________________________

Directions: Fill in the missing column.

List of Jobs	How It was Done in Colonial Days	How it is Done Today
1. Picking Cotton	Slaves or small land owners	
2. Harvesting tobacco		Cut and hung to dry, by hand
3. Plowing	By animals (horse or mule) or slaves and farmers	
4. Transportation Production		Companies produce automobiles
5.	Dipped by hand, made in the home	Made in factories by machinery
6. Glass making		Made by machines in factories
7. Cutting trees	Done by manual labor with cross-cut saws	
8. Home construction		Built by contractors
9. Making shoes	Local cobblor made the complete shoe	

Answer Key to Colonial-Modern Comparison Chart

These are suggested answers. Some answers may vary and the evaluation is left to the descretion of the teacher.

1. Machinery and some manual labor
2. Cut and hung to dry, by hand
3. Predominately by machine
4. Blacksmith made buggies
5. Candle making
6. Glass blowers
7. Power saws used by manual labor
8. Built by hand using slaves or self-built
9. Machine manufactured

CAREER EDUCATION ACTIVITY SHEETS

Level 5-30 Unit 5 Lesson # 4 p.248

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. Invite a recruiter from one of the armed services to discuss with the children the career aspect of military service, both during war and peace.
2. Children can write to the recruiter for information about the armed services.

SOCIAL STUDIES

1. Wars depend on certain industries. List as many industries as possible and the products used for war. Give examples of products that these industries might produce during peace time. Write a paragraph on what might happen to workers in these industries when thereis peace.
2. There have been small wars in many countries during the past 20 years. With the aid of an encyclopedia or other resource, name some of the countries and locate them on a map. Make another list of occupations that might be needed to rebuild a war torn country.
3. Have children do the investigation on page 276 of Harcourt, Brace, and Jovanovich.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-31 Unit 6 Lesson # 1 p.287

Career Education Concepts: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Design posters to advertise jobs in different parts of the world. Examples:

    a. Sponge diver in Greece
    b. Cigar maker in Havana
    c. Goucho in Argentina
    d. Oysterman in the Chesapeake Bay
    e. Yamaha salesman in Osoka, Japan
    f. Gambler on the French Riviera
    g. Sailmaker in Bristol England
    h. Hat maker in Panama
    i. Diamond miner in Union of South Africa
    j. Reindeer herder in Lapland
    k. Hula dancer in Honolulu, Hawaii
    l. Sugar canefarmer in Central America
    m. Banana picker in Haiti
    n. Chef in Paris, France
    o. Steel worker in Sweden
    p. Watchmaker in Switzerland
    q. Fortune cookie maker in Chinatown
    r. Veterinarian in Kruger National Park, South Africa
    s. Olive picker in Spain
    t. Ski instructor in the Bavarian Alps
    u. Camel driver in the Sahara Desert
    v. Sheep herder in Australia
    w. Fur trapper in Siberia
    x. Date picker in Algeria
    y. Oil worker in Saudia Arabia
    z. Grape stomper in Italy.

    *Encourage children to extend this list. They should investigate the occupation and try to make their poster realistic and appealing.

2. Makea particular craft from another country.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-31　Unit 6　Lesson # 1 p.287

Career Education Concepts: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

LANGUAGE ARTS

1. The same idea used in activity #1 can be applied for fictional occupations. Examples:
   a. Scuba diver for roto-rooter
   b. A barber in a hippy commune
   c. Elf at the North Pole
   d. A lizard catcher in the desert
   e. A fish herder in the Great Banks of Nova Scotia
   f. A Sandman in the Sahara
2. Interview a person who has come from another country. Children may learn about work in other countries and why that person immigrated to America.

SOCIAL STUDIES

1. Organize a "World of Work" fair for parents.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-32 Unit 6 Lesson # 2 p.301

Career Education Concepts: People should adapt to technological and sociological changes which create or eliminate work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Could naturally evolve from Activity 3. **LANGUAGE ARTS** 1. Interview fellow classmates who have moved into the area from other parts of the country or state to find out the reason for the move, especially in the area of job migration and new work opportunities. 2. Let children write a letter to the Chamber of Commerce in an area they are interested in pertaining to job opportunities. 3. Have children write on the theme, "Living and Working in ____." The area choice can be that of the individual child. **SOCIAL STUDIES** 1. Map Bulletin Board: A wall size blank map of the U. S. can be placed on a bulletin board. Children can research the following suggested occupations and place symbols for the occupation on the map to indicate where they are located. Children can use magazine pictures or make their own. Steelworker, lobster fisherman, coal miner, citrus fruit farmer, sheep herder, cattle rancher, oil worker, vegetable farmer, grain farmer, potato farmer, cotton picker, lumber jack, fisherman, automobile worker, textile worker, recreational director. *This activity could be coordinated with Level 5, Unit 2, Lesson 1, pages 65 and Lesson 3, page 95.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-33 Unit 6 Lesson # 2 p.305

Career Education Concepts: All people can and should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	ART 1. Collect pictures and construct a bulletin board showing new jobs that have opened for women. **LANGUAGE ARTS** 1. Find out about working mothers and the kinds of jobs they have by surveying your classmates. 2. Have a brainstorming session listing jobs that children believe only men can perform; and, those that only women can do. Discuss why they feel as they do. 3. Role play a situation where an employer is interviewing both a woman and a man for the same position. **RESOURCE PEOPLE** 1. Invite a representative from the league of Women Voters to speak to an interested group on the topic of job equality for women.	

CAREER EDUCATION ACTIVITY SHEETS

Level 5-34 Unit 6 Lesson # 3 p.314

Career Education Concepts: All people should contribute their particular talents and capabilities to the world of work.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Write and produce a puppet play depicting the integration of minorities in a particular work field, (i.e. medicine, teaching, law, construction, etc.)

LANGUAGE ARTS

1. Have children discuss or write on the topic "What Would Our Lives Be Like If We Did Not Have Civil Rights?"
2. Children could research laws and agencies for equal employment, right to work laws, etc.
3. Minority groups (especially blacks) have long been employed in the field of sports and entertainment. Discuss with children the opening of new job opportunities in other fields.

RESOURCE PEOPLE

1. Invite employers in to speak about the benefits of an "equal opportunity employer". These people can be identified by the label carried in their advertisement in the local paper.

CAREER EDUCATION ACTIVITY SHEETS

Level 5-35　Unit 6　Lesson # 4 p.330

Career Education Concepts: People need to work to preserve and advance society.

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes

ART

1. Children can keep a scrapbook of newspaper clippings about how pressure groups affect daily living and work. These groups could include local and national strikes, protest groups at war industry plants, or groups that lobby or march to better conditions in society.

LANGUAGE ARTS

1. Children can investigate through newspapers and T.V. the move by organized migrant workers to better their working conditions and make a salable market for their product. At this point it would be good to emphasize the influence of consumer boycotts on items such as lettuce, grapes, meats, etc.
2. Invite and interview a member of a local pressure group.

   A. Taxpayers Association
   B. National Rifle Association
   C. Audubon Society
   D. Black Awareness Movement
   E. League of Women Voter
   F. Biracial Committee
   G. Clean Committee

SOCIAL STUDIES

1. Section 6, Lesson 4 include a great deal of reading material and activity suggestions regarding social groups. Particular emphasis should be placed on the investigations on pages 337 and 342.

CAREER EDUCATION ACTIVITY SHEETS

Level 5 Unit Suggested Activities Lesson # Evaluation

Career Education Concepts:

Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes

HOMEMAKING

1. Students could visit a nearby motel to observe cleaning duties. Then they could set up a similar operation for the purpose of cleaning the home or classroom.
2. Invite parents or other community members who are interested and have a particular homemaking interest or skill to come into the school to aid in the instruction of homemaking activities in the classroom.
3. Students could organize a tea for parents after investigating local resources on the proper procedure and social implications.

MATH

1. Create a learning center on people involved in the operation of a bank. This activity could be centered upon specialists in the banking system such as checking account, savings account, computer operation, etc.
2. A trading post game could be made similar to the game of monopoly with the exception that articles should be exchanged instead of money for necessary items to maintain a living in a pioneer society.

MUSIC

1. Students might enjoy dancing or singing to work song from either their culture or culture, other than their own.
2. After an investigation on people who make musical instruments, have the children make some instruments of their own, either originals or copies of some they have studied.
3. If your school system has an Educational T.V. program or if a public station is nearby, invite the different workers in for the

CAREER EDUCATION ACTIVITY SHEETS

Level 5 Unit Suggested Activities Lesson # Evaluation

Career Education Concepts:

Check Activities Used	Suggested Activities	Teacher Comments And Suggested Changes
	purpose of video-taping a musical presentation and have the children interview the workmen and if possible operate the equipment	

SCIENCE

1. Invite a resource person that has some background in laboratory research to work with the children on setting-up experiments and investigations on topics of their interests. The main purpose would be to help the children in establishing a procedure for scientific investigation.
2. Take a field trip to the local water treatment plant to investigate the occupations involved and the procedures and equipment necessary for this public convenience.

WORKSHOP

1. Children can construct projects either in metal or wood of related career equipment necessary for accomplishing a particular job. For Example, a weather observer must have the necessary measuring instruments for the weather station and these could all be made by the students. In addition, the occupation being studied could necessitate the inviting of a resource person for an interview.

APPENDIX

FORMAT FOR INDEPENDENT STUDY CONTRACT

I ______________________________ WILL DO AN INDEPENDENT STUDY-PROJECT ON ______________________________. T.I. ________

I plan to learn these things about my subject:

1. ______________________________
2. ______________________________
3. ______________________________

T.I. ________

I have located and plan to use the following books or materials.

1. ______________________________
2. ______________________________
3. ______________________________

*List any additional materials on the back of this sheet.

T.I. ________

I will share the material from my independent study with my classmates (check one) by:

________ Making a notebook ________ Creating a Bulletin Board

________ Giving an oral presentation ________ Other

T.I. ________

I plan to complete my study in ______________________________

Date ____________________

______________________________ ______________________________ ________

Student Signature Teacher Signature Date

APPENDIX

DIRECTIONS FOR USING INDEPENDENT STUDY CONTRACT

1. The child decides on the study he or she would like to complete.

2. The child fills in the name and the name of the study project.

3. After each segment of the study, the child should check with the teacher. Through discussion with the child the teacher can indicate approval by putting his or her initials after T.I.

4. The teacher can guide the child to make appropriate selections in regarding what they plan to learn.

5. The child should use at least two (or more) sources of information.

6. The child should decide how he or she will share their information.

7. Through discussion the teacher and child will decide how much time per day and for what length of time the child will complete the project. Generally an hour a day for two or three weeks depending on the child and the subject selected. Enter the final date.

8. The student and teacher sign the contract and date it (using the starting date).

Free and Inexpensive Materials

1. "Draw Me a Telephone Coloring Book", Western Electric Co., Public Relations Dept., 195 Broadway, NY, NY 10007.

2. "Your Future in Civil Engineering", American Society of Civil Engineers, Dept. TW, 345 E. 47th Street, NY, NY 10017 "Free Career Book."

3. "The Story of Checks", Information Dept., Federal Reserve Bank of New York, 33 Liberty St., NY, NY 10045.

4. "Tommy Looks at Farming", Public Relations, B.F. Goodrich Company, 500 S. Main St., Akron, Ohio 44316.

5. "Materials on Money & Banking"
   "Money & Banking - In Our Everyday Living"
   "You and Your Bank", American Bankers Assoc., 90 Park Ave., NY, NY 10016.

6. "Jobs in Advertising", Bureau of Education & Research, American Advertising Federation, 655 Madison Ave., NY, NY 10021.

7. "Career in Art", National Art Education Assoc., 1201 16th Street, N.W. Washington, D.C. 20036.

8. "A Career In Astronomy", American Astronomical Society, 211 Fitz-Randolph Road, Princeton, NJ 08540.

9. "Career in Aviation", National Aerospace Education Council, Suite 616, Shoreham Bldg., 806 15th Street N.W., Washington D.C. 20005, (25 cents)

10. "Dentistry", American Dental Assoc. Council on Dental Education, 211 East Chicago Ave., Chicago, Ill., 60611.

11. "Looking For a Career", National Assoc. of Food Chains, 1725 Eye St. N.W., Washington D.C. 20006.

12. "F.B.I. Career Opportunities", U.S. Dept. of Justice, Federal Bureau of Investigation, Washington, D.C. 20535.

13. "Futures in the Federal Government", U.S. Civil Service Commission, Washington, D.C. 20415.

14. "What Foresters Do", State University College of Forestry at Syracuse University, Syracuse, NY 13210.

15. "So You Want to Be a Forester"
"You Can Be a Conservationist", American Forestry Assoc., 919 17th Street N.W., Washington, D.C. 20006.

16. "You As a Secretary", Royal Typewriter Co., Inc., School Dept. 150 New Park Ave., Hartford, Conn. 06106.

17. "Learning about Space Careers", (25 cents)
"Space Jobs" (15 cents)
NASA Guidance Publications, Supt. of Documents, U.S. Government. Printing Office, Washington, D.C. 20402.

18. "Careers in the Biological Science", American Institute of Biological Sciences, 2000 "P" Street, N.W., Washington, D.C.

19. "Career Opportunities in the Daily Newspaper Business", American Newspaper Publishers Assoc., 750 Third Ave., NY, NY 10017

20. "Careers", Mrs. Victoria S. Johnson, Director of Education, Research and Science, Tangley Oaks Educational Center, Lake Bluff, Ill. 60044.

21. "Take a Look at Your Future", CG - 147
"International Ice Patrol", CG - 17T
"Ships, Planes, and Station", CG - 214
U.S. Coast Guard Public Information Division, Washington, D.C. 20226.

    a. PR1 - "Should You Be a Doctor?"

    b. PR2 - "Should You Be a Lawyer?"

    c. PR4 - "Should You be a Teacher?"

    etc. to

    d. PR48 - "Should You Be an Actuary?"
    Career Information Service, New York Life Insurance Company,
    Box 51, Madison Square Garden, NY, NY 10010.

WASHINGTON COUNTY RESOURCE CENTER

Type of Media	Title	Box	Film #
FS	Authors: Series of 10	34	730-739
FS	Inventors: Series of 9	46	811-819
FS	Composers: Series of 9	53	848-856
FS	Poets: Series of 5	103	1184-1188
FS	Houses of Long Ago	29	697
FS	Planter of Colonial Virginia	3	518
FS	Then and Now in the Cotton Belt		142
FS	Then and Now in New England		47
FS	Then and Now in Appalachian Mountains		39
FS	Science and Invention	109	1244
FS	How Government Helps the People		90
FS	How Laws Protect the Citizen		91
FS	What Our Taxes Do For Us	177	2066
FS	Coming of the Machine	109	1238
FS	How Man Has Used the Soil	71	965
FS	Story of West Coast Lumber		87
FS	Making Shoes	28	693
FS	Where People Live and Work	76	990
FS	Resources and Manufacturing Industries	76	995
FS	Banker	51	843
FS	Oystering in Maryland	142	1474

WASHINGTON COUNTY RESOURCE CENTER
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Type of Media	Title	Box	Film #
FS	Using Our Forests Wisely	78	1017
FS	Using Our Minerals Wisely	78	1017
FS	Slavery in the Young American Republic	211	2097
FS	History of Clothing		189
FS	History of Shelter		190
FS	Primitive Tools		185
FS	Flatboatman on the Frontier	3	520
FS	Our Economic System: Series of 6	107	1213-1218
FS	Our Natural Resources: Series of 6	107	1219-1224
FS	Our Major Industries: Series of 6	108	1225-1230
FS	What the Bank Does With Andy's Money		58
FS	Andy Lends Money to the Bank		15
FS	Colonial Children	7	551
FS	Colonial Children		101
F	Laplanders		89
F	How to Make a Simple Loom and Weave		716
F	Colonial Life in the South		624
F	The Corn Farmer		38
F	The New England Fisherman		112
F	Inventions in America's Growth 1750-1850		219
F	Policeman		158
F	Wool From Sheep to Clothing		152

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F	Visit to the Waterworks 1850-1910		261
F	Inventions in America's Growth		220
F	Irrigation Farming		87
F	The Orange Grower		115
F	Colonial Life in the South		624
F	Story of Money-System		247
F	Eli Whitney		515
F	Careers in the Building Trade		454
F	Family Life		105
F	Sharing Work at Home		84
F	Colonial Shipbuilding and Sea Trade		295
F	Colonial Children		31
F	Flatboatmen of the Frontier		190
F	The Story of Our Money-System		247
F	The Story of Pre-historic Man		432
F	The ABC of the Automobile Engine		917
F	Energy and Power: A First Look		381
F	The Dairy Farm		851
F	Germany: A Family of the Industrial Ruhr		727
F	Miller Grinds Wheat		169
F	Our Changing Family Life		757
F	Problems of Housing		125

WASHINGTON COUNTY RESOURCE CENTER
(continued)

Type of Media	Title	Box	Film #
F	What is Automation		972

Other Resources:

Community Library
School Resource Center
Free Loan Films Catalog

FREE AND INEXPENSIVE MATERIALS

Listed below are sources of free and inexpensive materials found at the Resource Center - Library, Washington County Board of Education:

Denver, Esther; Sources of Free and Inexpensive Materials, 1966 Edition.

Free and Inexpensive Learning Materials,

published by Division of Surveys and Field
Services, George Peabody College for Teachers

Weisinger, Mort, 1001 Valuable Things You Can Get Free,

Bantam Books, Inc. N.Y. 1970

CORRELATION CHART FOR FIFTH GRADE

* Numerals Indicate Lesson Numbers

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